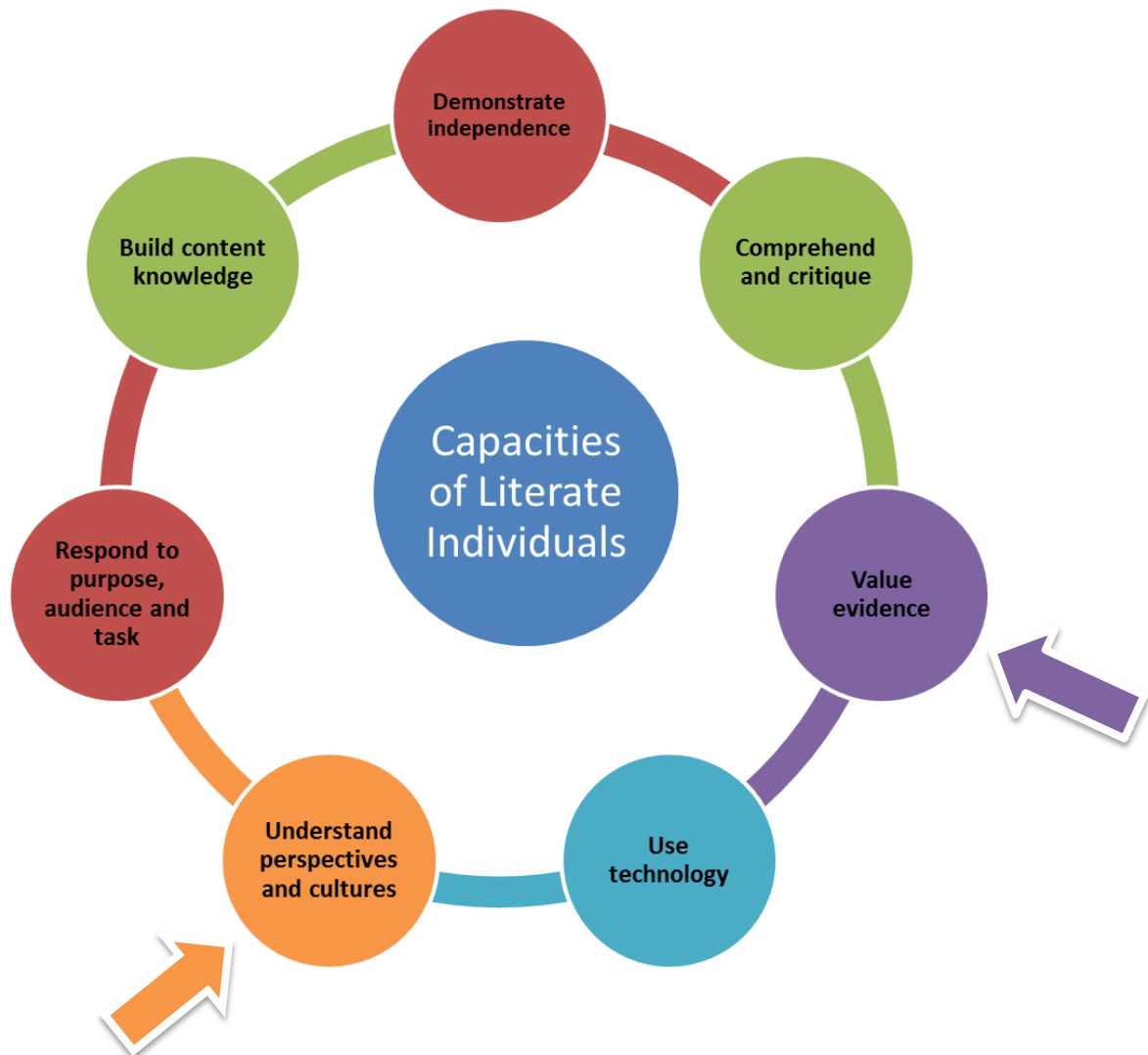


Essential Practices for Instruction Monthly Features



This series of monthly video features is intended to highlight essential standards-based practices for literacy instruction. These practices include the *Capacities of Literate Individuals* shown below. These are the typical abilities, inherent in English Language Arts/Literacy, that transfer across content areas. The following page contains a featured video, the standards, objectives, and practices addressed in the video, as well as a short, related, collaborative activity for your professional learning communities.



Essential Practices for Instruction

Issue 2: Understanding Perspectives



[Teaching Tolerance](#)
[Role Playing](#)
[Word Sort: Slavery](#)

Standards and Objectives

Objective: Promote the use of evidence to understand perspectives and issues of cultural significance.

PBGR Transferable Skills: Responsible and Involved Citizenship; Informed and Integrative Thinking

CCSS for ELA/Literacy:

[CCSS.ELA-LITERACY.CCRA.SL.2](#)

[CCSS.ELA-LITERACY.CCRA.SL.3](#)

[CCSS.ELA-LITERACY.CCRA.R.8](#)

[CCSS.ELA-LITERACY.CCRA.R.9](#)

Summary of Practices

Students who are College and Career Ready in Reading, Writing, Speaking, Listening, and Language: value evidence and use it to understand other perspectives and cultures.

Professional Learning Community Collaborative Practice

In the wake of the Ferguson and Staten Island decisions on police use of force and the subsequent protests, there has been a good deal shared with middle and, especially, high school teachers on how to talk with students about race, privilege, justice, and non-violent resistance. Teaching Tolerance has created a curriculum that embeds the Common Core ELA standards in an examination of diverse perspectives. The **first two videos** above offer windows into the practice of innovative teachers who explore other perspectives and cultures as a part of their ELA instruction. The **third video** encourages students to value evidence from multiple sources to determine a fuller range of perspectives.

With your colleagues, research various text and video sources--appropriate for your grade level--with the goal of building a "text" set that could be used in a unit exploring the concepts of race, privilege, injustice, and non-violent resistance. Immerse students in the historical context of selected issues, **establish instructional methods** for helping students understand big ideas, and choose methods for them to collect and use evidence (from your text set sources) to **demonstrate learning**. You may wish to include one of the techniques demonstrated in the video (i.e., role playing and word sorting).

The following sites may assist you in your search and development:

[Guide to Creating Text Sets](#)

<https://newsela.com/>

<http://learning.blogs.nytimes.com/?r=0>

<http://www.pbs.org/newshour/extra/>

<http://www.cnn.com/studentnews/>

https://www.studentnewsnet.com/index.php?fuseaction=home.our_world

